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A  
**DIFFERENT MIRROR**

*A History  
Of  
Multicultural  
America*

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HAD FLOWN FROM San Francisco to Norfolk and was riding in a taxi to my hotel to attend a conference on multiculturalism. Hundreds of educators from across the country were meeting to discuss the need for greater cultural diversity in the curriculum. My driver and I chatted about the weather and the tourists. The sky was cloudy, and Virginia Beach was twenty minutes away. The rearview mirror reflected a white man in his forties. "How long have you been in this country?" he asked. "All my life," I replied, wincing. "I was born in the United States." With a strong southern drawl, he remarked: "I was wondering because your English is excellent!" Then, as I had many times before, I explained: "My grandfather came here from Japan in the 1880s. My family has been here, in America, for over a hundred years." He glanced at me in the mirror. Somehow I did not look "American" to him; my eyes and complexion looked foreign.

Suddenly, we both became uncomfortably conscious of a racial divide separating us. An awkward silence turned my gaze from the mirror to the passing landscape, the shore where the English and the Powhatan Indians first encountered each other. Our highway was on land that Sir Walter Raleigh had renamed "Virginia" in honor of Elizabeth I, the Virgin Queen. In the English cultural appropriation of America, the indigenous peoples themselves would become outsiders in their native land. Here, at the eastern edge of the continent, I mused, was the site

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of the beginning of multicultural America. Jamestown, the English settlement founded in 1607, was nearby: the first twenty Africans were brought here a year before the Pilgrims arrived at Plymouth Rock. Several hundred miles offshore was Bermuda, the "Bermoothes" where William Shakespeare's Prospero had landed and met the native Caliban in *The Tempest*. Earlier, another voyager had made an Atlantic crossing and unexpectedly bumped into some islands to the south. Thinking he had reached Asia, Christopher Columbus mistakenly identified one of the islands as "Cipango" (Japan). In the wake of the admiral, many peoples would come to America from different shores, not only from Europe but also Africa and Asia. One of them would be my grandfather. My

mental wandering across terrain and time ended abruptly as we arrived at my destination. I said good-bye to my driver and went into the hotel, carrying a vivid reminder of why I was attending this conference.

QUESTIONS like the one my taxi driver asked me are always jarring, but I can understand why he could not see me as American. He had a narrow but widely shared sense of the past - a history that has viewed American as European in ancestry. "Race," Toni Morrison explained, has functioned as a "metaphor" necessary to the "construction of Americanness: in the creation of our national identity, "American" has been defined as "white."

But America has been racially diverse since our very beginning on the Virginia shore, and this reality is increasingly becoming visible and ubiquitous. Currently, one-third of the American people do not trace their origins to Europe; in California, minorities are fast becoming a majority. They already predominate in major cities across the country New York, Chicago, Atlanta, Detroit, Philadelphia, San Francisco, and Los Angeles.

This emerging demographic diversity has raised fundamental questions about America's identity and culture. In 1990, *Time* published a cover story on "America's Changing Colors." "Someday soon," the magazine announced, "white Americans will become a minority group." How soon? By 2056, most Americans will trace their descent to "Africa, Asia, the Hispanic world, the Pacific Islands, Arabia - almost anywhere but white Europe." This dramatic change in our nation's ethnic composition is altering the way we think about ourselves. "The deeper significance of America's becoming a majority nonwhite society is what it means to the national psyche, to individuals' sense of themselves and their nation - their idea of what it is to be American."

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Indeed, more than ever before, as we approach the time when whites become a minority, many of us are perplexed about our national identity

and our future as one people. This uncertainty has provoked Allan Bloom to reaffirm the preeminence of Western civilization. Author of *The Closing of the American Mind*, he has emerged as a leader of an intellectual backlash against cultural diversity. In his view, students entering the university are "uncivilized," and the university has the responsibility to "(civilize" them. Bloom claims he knows what their "hungers" are and "what they can digest." Eating is one of his favorite metaphors. Noting the "large black presence" in major universities, he laments the "one failure" in race relations - black students have proven to be "indigestible." They do not "melt as have *all* other groups." The problem, he contends, is that "blacks have become blacks": they have become "ethnic." This separatism has been reinforced by an academic permissiveness that has befouled the curriculum with "Black Studies" along with "Learn Another Culture." The only solution, Bloom insists, is "the good old Great Books approach." Similarly, E. D. Hirsch worries that America is becoming a "tower of Babel," and that this multiplicity of cultures is

threatening to rend our social fabric. He, too, longs for a more cohesive culture and a more homogeneous America: "If we *had* to make a choice between the *one* and the *many*, most Americans would choose the principle of unity, since we cannot function as a nation without it." The way to correct this fragmentation, Hirsch argues, is to acculturate "disadvantaged children." What do they need to know? "Only by accumulating shared symbols, and the shared information that symbols represent," Hirsch answers, "can we learn to communicate effectively with one another in our national community." Though he concedes the value of multicultural education, he quickly dismisses it by insisting that it "should not be allowed to supplant or interfere with our schools' responsibility to ensure our children's mastery of American literate culture." In *Cultural Literacy: What Every American Needs to Know*, Hirsch offers a long list of terms that excludes much of the history of minority groups.<sup>4</sup> While Bloom and Hirsch are reacting defensively to what they regard as a vexatious balkanization of America, many other educators are responding to our diversity as an opportunity to open American minds. In 1990, the Task Force on Minorities for New York emphasized the importance of a culturally diverse education. "Essentially," the *New York Times* commented, "the issue is how to deal with both dimensions of the nation's motto: 'E pluribus unum' - 'Out of many, one.' "

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Universities from New Hampshire to Berkeley have established American cultural diversity graduation requirements. "Every student needs to know," explained University of Wisconsin's chancellor Donna Shalala, "much more about the origins and history of the particular cultures which, as Americans, we will encounter during our lives." Even the University of Minnesota, located in a state that is 98 percent white, requires its students to take ethnic studies courses. Asked why multiculturalism is so important, Dean Fred Lukermann answered: As a national university, Minnesota has to offer a national curriculum - one that includes all of the peoples of America. He added that after graduation many students move to cities like Chicago and Los Angeles and thus need to know about racial diversity. Moreover, many educators stress, multiculturalism has an intellectual purpose. By allowing us to see events from the viewpoints of different groups, a multicultural curriculum enables us to reach toward a more comprehensive understanding of American history.<sup>5</sup> What is fueling this debate over our national identity and the content of our curriculum is America's intensifying racial crisis. The alarming signs and symptoms seem to be everywhere - the killing of Vincent Chin in Detroit, the black boycott of a Korean grocery store in Flatbush, the hysteria in Boston over the Carol Stuart murder, the battle between white sportsmen and Indians over tribal fishing rights in Wisconsin, the Jewish-black clashes in Brooklyn's Crown Heights, the black-Hispanic competition for jobs and educational resources in Dallas, which *Newsweek* described as "a conflict of the have-nots," and the Willie Horton campaign commercials, which widened the divide between the suburbs and the inner cities.<sup>6</sup>

This reality of racial tension rudely woke America like a fire bell in the night on April 29, 1992. Immediately after four Los Angeles police officers were found not guilty of brutality against Rodney King, rage exploded in Los Angeles. Race relations reached a

new nadir. During the nightmarish rampage, scores of people were killed, over two thousand injured, twelve thousand arrested, and almost a billion dollars' worth of property destroyed. The live televised images mesmerized America. The rioting and the murderous melee on the streets resembled the fighting in Beirut and the West Bank. The thousands of fires burning out of control and the dark smoke filling the skies brought back images of the burning oil fields of Kuwait during Desert Storm. Entire sections of Los Angeles looked like a bombed city. "Is this America?" many shocked viewers asked. "Please, can we get along here," pleaded Rodney

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King, calling for calm. "We all can get along. I mean, we're all stuck here for a while. Let's try to work it out.<sup>17</sup> But how should "we" be defined? Who are the people "stuck here" in America? One of the lessons of the Los Angeles explosion is the recognition of the fact that we are a multiracial society and that race can no longer be defined in the binary terms of white and black. "We" will have to include Hispanics and Asians. While blacks currently constitute 13 percent of the Los Angeles population, Hispanics represent 40 percent. The 1990 census revealed that South Central Los Angeles, which was predominantly black in 1965 when the Watts rebellion occurred, is now 45 percent Hispanic. A majority of the first 5,438 people arrested were Hispanic, while 37 percent were black. Of the fifty-eight people who died in the riot, more than a third were Hispanic, and about 40 percent of the businesses destroyed were Hispanic-owned. Most of the other shops and stores were Korean-owned. The dreams of many Korean immigrants went up in smoke during the riot: two thousand Korean-owned businesses were damaged or demolished, totaling about \$400 million in losses. There is evidence indicating they were targeted. "After all," explained a black gang member, "we didn't burn our community, just *their* stores." "I don't feel like I'm in America anymore," said Denise Bustamante as she watched the police protecting the firefighters. "I feel like I am far away." Indeed, Americans have been witnessing ethnic strife erupting around the world - the rise of neo-Nazism and the murder of Turks in Germany, the ugly "ethnic cleansing" in Bosnia, the terrible and bloody clashes between Muslims and Hindus in India. Is the situation here different, we have been nervously wondering, or do ethnic conflicts elsewhere represent a prologue for America? What is the nature of malevolence? Is there a deep, perhaps primordial, need for group identity rooted in hatred for the other? Is ethnic pluralism possible for America? But answers have been limited. Television reports have been little more than thirty-second sound bites. Newspaper articles have been mostly superficial descriptions of racial antagonisms and the current urban malaise. What is lacking is historical context; consequently, we are left feeling bewildered.<sup>9</sup> How did we get to this point, Americans everywhere are anxiously asking. What does our diversity mean, and where is it leading us? How do we work it out in the post-Rodney King era?

Certainly one crucial way is for our society's various ethnic groups to develop a greater understanding of each other. For example, how can

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African Americans and Korean Americans work it out unless they learn about each other's cultures, histories, and also economic situations? This need to share knowledge about our ethnic diversity has acquired new importance and has given new urgency to the pursuit for a more accurate history.

More than ever before, there is a growing realization that the established scholarship has tended to define America too narrowly. For example, in his prize-winning study *The Uprooted*, Harvard historian Oscar Handlin presented - to use the book's subtitle - "the Epic Story of the Great Migrations That Made the American People." But Handlin's "epic story" excluded the "uprooted" from Africa, Asia, and Latin America - the other "Great Migrations" that also helped to make "the American People." Similarly, in *The Age of Jackson*, Arthur M. Schlesinger, Jr., left out blacks and Indians. There is not even a mention of two marker events - the Nat Turner insurrection and Indian removal, which Andrew Jackson himself would have been surprised to find omitted from a history of his era.<sup>10</sup> Still, Schlesinger and Handlin offered us a refreshing revisionism, paving the way for the study of common people rather than princes and presidents. They inspired the next generation of historians to examine groups such as the artisan laborers of Philadelphia and the Irish immigrants of Boston. "Once I thought to write a history of the immigrants in America," Handlin confided in his introduction to *The Uprooted*. "I discovered that the immigrants *were* American history." This door, once opened, led to the flowering of a more inclusive scholarship as we began to recognize that ethnic history was American history. Suddenly, there was a proliferation of seminal works such as Irving Howe's *World of Our Fathers: The Journey of the East European Jews to America*, Dee Brown's *Bury My Heart at Wounded Knee: An Indian History of the American West*, Albert Camarillo's *Chicanos in a Changing Society*, Lawrence Levine's *Black Culture and Black Consciousness*, Yuji Ichioka's *The Issei: The World of the First Generation Japanese Immigrants*, and Kerby Miller's *Emigrants and Exiles: Ireland and the Irish Exodus to North America*.

But even this new scholarship, while it has given us a more expanded understanding of the mosaic called America, does not address our needs in the post-Rodney King era. These books and others like them fragment American society, studying each group separately, in isolation from the other groups and the whole. While scrutinizing our specific pieces, we have to step back in order to see the rich and complex portrait they

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compose. What is needed is a fresh angle, a study of the American past from a comparative perspective.

While all of America's many groups cannot be covered in one book, the English immigrants and their descendants require attention, for they possessed inordinate power to define American culture and make public policy. What men like John Winthrop, Thomas Jefferson, and Andrew Jackson thought as well as did mattered greatly to all of us and was consequential for everyone. A broad range of groups has been selected: African Americans, Asian Americans, Chicanos, Irish, Jews, and Indians. While together they help to explain general patterns in our society, each has contributed to the making of the United States.

African Americans have been the central minority throughout our country's history. They were initially brought here on a slave ship in 1619. Actually, these first twenty Africans might not have been slaves; rather, like most of the white laborers, they were probably indentured servants. The transformation of Africans into slaves is the story of the "hidden" origins of slavery. How and when was it decided to institute a system of bonded black labor? What happened, while freighted with racial significance, was actually conditioned by class conflicts within white society. Once established, the "peculiar institution" would have consequences for centuries to come. During the nineteenth century, the political storm over slavery almost destroyed the nation. Since the Civil War and emancipation, race has continued to be largely defined in relation to African Americans - segregation, civil rights, the underclass, and affirmative action. Constituting the largest minority group in our society, they have been at the cutting edge of the Civil Rights Movement. Indeed, their struggle has been a constant reminder of America's moral vision as a country committed to the principle of liberty. Martin Luther King clearly understood this truth when he wrote from a jail cell: "We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with America's destiny." 112

Asian Americans have been here for over one hundred and fifty years, before many European immigrant groups. But as "strangers" coming from a "different shore," they have been stereotyped as "heathen," exotic, and inassimilable. Seeking "Gold Mountain," the Chinese arrived first, and what happened to them influenced the reception of the Japanese, Koreans, Filipinos, and Asian Indians as well as the Southeast Asian refugees like the Vietnamese and the Hmong. The 1882 Chinese Exclusion Act was the first law that prohibited the entry of immigrants

on the basis of nationality. The Chinese condemned this restriction as racist and tyrannical. "They call us 'Chink,' " complained a Chinese immigrant, cursing the "white demons." "They think we no good! America cuts us off. No more come now, too bad!" This precedent later provided a basis for the restriction of European immigrant groups such as Italians, Russians, Poles, and Greeks. The Japanese painfully discovered that their accomplishments in America did not lead to acceptance, for during World War II, unlike Italian Americans and German Americans, they were placed in internment camps. Two-thirds of them were citizens by birth. "How could I as a 6-month-old child born in this

country," asked Congressman Robert Matsui years later, "be declared by my own Government to be an enemy alien?" Today, Asian Americans represent the fastest-growing ethnic group. They have also become the focus of much mass media attention as "the Model Minority" not only for blacks and Chicanos, but also for whites on welfare and even middleclass whites experiencing economic difficulties.<sup>13</sup>

Chicanos represent the largest group among the Hispanic population, which is projected to outnumber African Americans. They have been in the United States for a long time, initially incorporated by the war against Mexico. The treaty had moved the border between the two countries, and the people of "occupied" Mexico suddenly found themselves "foreigners" in their "native land." As historian Albert Camarillo pointed out, the Chicano past is an integral part of America's westward expansion, also known as "manifest destiny." But while the early Chicanos were a colonized people, most of them today have immigrant roots. Many began the trek to El Norte in the early twentieth century. "As I had heard a lot about the United States," Jesus Garza recalled, "it was my dream to come here." "We came to know families from Chihuahua, Sonora, Jalisco, and Durango," stated Ernesto Galarza. "Like ourselves, our Mexican neighbors had come this far moving step by step, working and waiting, as if they were feeling their way up a ladder." Nevertheless, the Chicano experience has been unique, for most of them have lived close to their homeland - a proximity that has helped reinforce their language, identity, and culture. This migration to El Norte has continued to the present. Los Angeles has more people of Mexican origin than any other city in the world, except Mexico City. A mostly mestizo people of Indian as well as African and Spanish ancestries, Chicanos currently represent the largest minority group in the Southwest, where they have been visibly transforming culture and society.<sup>14</sup>

The Irish came here in greater numbers than most immigrant groups. Their history has been tied to America's past from the very beginning.

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Ireland represented the earliest English frontier: the conquest of Ireland occurred before the colonization of America, and the Irish were the first group that the English called "savages." In this context, the Irish past foreshadowed the Indian future. During the nineteenth century, the Irish, like the Chinese, were victims of British colonialism. While the Chinese fled from the ravages of the Opium Wars, the Irish were pushed from their homeland by "English tyranny." Here they became construction workers and factory operatives as well as the "maids" of America. Representing a Catholic group seeking to settle in a fiercely Protestant society, the Irish immigrants were targets of American nativist hostility. They were also what historian Lawrence J. McCaffrey called "the pioneers of the American urban ghetto," "previewing" experiences that would later be shared by the Italians, Poles, and other groups from southern and eastern Europe. Furthermore, they offer contrast to the immigrants from Asia. The Irish came about the same time as the Chinese, but they had a distinct advantage: the Naturalization Law of 1179o had reserved citizenship for "whites" only. Their compatible complexion allowed



them to assimilate by blending into American society. In making their journey successfully into the mainstream, however, these immigrants from Erin pursued an Irish "ethnic" strategy: they promoted "Irish" solidarity in order to gain political power and also to dominate the skilled blue-collar occupations, often at the expense of the Chinese and blacks.<sup>15</sup> Fleeing pogroms and religious persecution in Russia, the Jews were driven from what John Cuddihy described as the "Middle Ages into the

Anglo-American world of the goyim 'beyond the pale.' " To them, America represented the Promised Land. This vision led Jews to struggle not only for themselves but also for other oppressed groups, especially blacks. After the 1917 East St. Louis race riot, the Yiddish *Forward of New York* compared this anti-black violence to a 1903 pogrom in Russia: "Kishinev and St. Louis - the same soil, the same people." Jews cheered when Jackie Robinson broke into the Brooklyn Dodgers in 1947. "He was adopted as the surrogate hero by many of us growing up at the time," recalled Jack Greenberg of the NAACP Legal Defense Fund. "He was the way we saw ourselves triumphing against the forces of bigotry and ignorance." Jews stood shoulder to shoulder with blacks, in the Civil Rights Movement: two-thirds of the white volunteers who went south during the 1964 Freedom Summer were Jewish. Today Jews are considered a highly successful "ethnic" group. How did they make such great socioeconomic strides? This question is often refrained by neoconservative intellectuals like Irving Kristol and Nathan Glazer to read: if

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Jewish immigrants were able to lift themselves from poverty into the mainstream through self-help and education without welfare and affirmative action, why can't blacks? But what this thinking overlooks is the unique history of Jewish immigrants, especially the initial advantages of many of them as literate and skilled. Moreover, it minimizes the virulence of racial prejudice rooted in American slavery.<sup>16</sup> Indians represent a critical contrast, for theirs was not an immigrant experience. The Wampanoags were on the shore as the first English strangers arrived in what would be called "New England." The encounters between Indians and whites not only shaped the course of race relations, but also influenced the very culture and identity of the general society. The architect of Indian removal, President Andrew Jackson told Congress: "Our conduct toward these people is deeply interesting to the national character." Frederick Jackson Turner understood the meaning of this observation when he identified the frontier as our transforming crucible. At first, the European newcomers had to wear Indian moccasins and shout the war cry. "Little by little," as they subdued the wilderness, the pioneers became "a new product" that was "American." But Indians have had a different view of this entire process. "The white man," Luther Standing Bear of the Sioux explained, "does not understand the Indian for the reason that he does not understand America." Continuing to be "troubled with primitive fears," he has "in his consciousness the perils of this frontier continent.... The man from Europe is still a foreigner and an alien. And he still hates the man who questioned his path across the continent." Indians questioned what Jackson and Turner trumpeted as "progress." For them, the frontier had a different

"significance": their history was how the West was lost. But their story has also been one of resistance. As Vine Deloria declared, "Custer died for your sins."<sup>17</sup> By looking at these groups from a multicultural perspective, we can comparatively analyze their experiences in order to develop an understanding of their differences and similarities. Race, we will see, has been a social construction that has historically set apart racial minorities from European immigrant groups. Contrary to the notions of scholars like Nathan Glazer and Thomas Sowell, race in America has not been the same as ethnicity. A broad comparative focus also allows us to see how the varied experiences of different racial and ethnic groups occurred within shared contexts.

During the nineteenth century, for example, the Market Revolution employed Irish immigrant laborers in New England factories as it expanded cotton fields worked by enslaved blacks across Indian lands toward Mexico. Like blacks, the Irish newcomers were stereotyped as

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,savages," ruled by passions rather than "civilized" virtues such as self-control and hard work. The Irish saw themselves as the "slaves" of British oppressors, and during a visit to Ireland in the 1840s, Frederick Douglass found that the "wailing notes" of the Irish ballads reminded him of the "wild notes" of slave songs. The United States annexation of California, while incorporating Mexicans, led to trade with Asia and the migration of "strangers" from Pacific shores. In 1870, Chinese immigrant laborers were transported to Massachusetts as scabs to break an Irish immigrant strike; in response, the Irish recognized the need for interethnic working-class solidarity and tried to organize a Chinese lodge of the Knights of St. Crispin. After the Civil War, Mississippi planters recruited Chinese immigrants to discipline the newly freed blacks. During the debate over an immigration exclusion bill in 1882, a senator asked: If Indians could be located on reservations, why not the Chinese?" Other instances of our connectedness abound. In 1903, Mexican and Japanese farm laborers went on strike together in California: their union officers had names like Yamaguchi and Lizarras, and strike meetings were conducted in Japanese and Spanish. The Mexican strikers declared that they were standing in solidarity with their "Japanese brothers" because the two groups had toiled together in the fields and were now fighting together for a fair wage. Speaking in impassioned Yiddish during the 1906 "uprising of twenty thousand" strikers in New York, the charismatic Clara Lemlich compared the abuse of Jewish female garment workers to the experience of blacks: "[The bosses] yell at the girls and 'call them down' even worse than I imagine the Negro slaves were in the South." During the 1920s, elite universities like Harvard worried about the increasing numbers of Jewish students, and new admissions criteria were instituted to curb their enrollment. Jewish students were scorned for their studiousness and criticized for their "clannishness." Recently, Asian-American students have been the targets of similar complaints: they have been called "nerds" and told there are "too many" of them on campus.

Indians were already here, while blacks were forcibly transported to America, and Mexicans were initially enclosed by America's expanding border. The other groups came here as immigrants: for them, America represented liminality - a new world where they could pursue extravagant urges and do things they had thought beyond their capabilities. Like the land itself, they found themselves "betwixt and between all fixed points of classification." No longer fastened as fiercely to their old countries, they felt a stirring to become new people in a society still being defined and formed .20

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These immigrants made bold and dangerous crossings, pushed by political events and economic hardships in their homelands and pulled by America's demand for labor as well as by their own dreams for a better life. "By all means let me go to America," a young man in Japan begged his parents. He had calculated that in one year as a laborer here he could save almost a thousand yen - an amount equal to the income of a governor in Japan. "My dear Father," wrote an immigrant Irish girl living in New York, "Any man or woman without a family are fools that would not venture and come to this plentiful Country where no man or woman ever hungered." In the shtetls of Russia, the cry "To America!" roared like "wild-fire ... .. America was in everybody's mouth," a Jewish immigrant recalled. "Businessmen talked [about] it over their accounts; the market women made up their quarrels that they might discuss it from stall to stall; people who had relatives in the famous land went around reading their letters." Similarly, for Mexican immigrants crossing the border in the early twentieth century, El Norte became the stuff of overblown hopes. "if only you could see how nice the United States is," they said, "that is why the Mexicans are crazy about it.1121

The signs of America's ethnic diversity can be discerned across the continent - Ellis Island, Angel Island, Chinatown, Harlem, South Boston, the Lower East Side, places with Spanish names like Los Angeles and San Antonio or Indian names like Massachusetts and Iowa. Much of what is familiar in America's cultural landscape actually has ethnic origins. The Bing cherry was developed by an early Chinese immigrant named Ah Bing. American Indians were cultivating corn, tomatoes, and tobacco long before the arrival of Columbus. The term *okay* was derived from the Choctaw word *oke*, meaning "it is so." There is evidence indicating that the name *Yankee* came from Indian terms for the English - from *eankke* in Cherokee and *Yankwis* in Delaware. jazz and blues as well as rock and roll have African American origins. The "FortyNiners" of the Gold Rush learned mining techniques from the Mexicans; American cowboys acquired herding skills from Mexican *vaqueros* and adopted their range terms - such as *lariat* from *la reata*, *lasso* from *lazo*, and *stampede* from *estampida*. Songs like "God Bless America," "Easter Parade," and "White Christmas" were written by a Russian Jewish immigrant named Israel Baline, more popularly **known as Irving Berlin** .22

Furthermore, many diverse ethnic groups have contributed to the building of the American economy, forming what Walt Whitman saluted as "a vast, surging, hopeful

army of workers." They worked in the South's cotton fields, New England's textile mills, Hawaii's canefields,

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New York's garment factories, California's orchards, Washington's salmon canneries, and Arizona's copper mines. They built the railroad, the great symbol of America's industrial triumph. Laying railroad ties, black laborers sang:

*Down the railroad, um-huh Well, raise the iron, um-huh Raise the iron, um-huh.*

Irish railroad workers shouted as they stretched an iron ribbon across the continent:

*Then drill, my Paddies, drill Drill, my heroes, drill, Drill all day, no sugar in your tay Workin' on the U.P. railway.*

Japanese laborers in the Northwest chorused as their bodies fought the fickle weather:

Chicano workers punishing work:

*A railroad worker That's me! I am great. Yes, I am a railroad worker. Complaining: "It is too hot!" "It is too cold!" "It rains too often!" "It snows too much!" They all ran off I alone remained. I am a railroad worker!*

in the Southwest joined in as they swore at the

*Some unloaded rails others unloaded ties, And others of my companions Threw out thousands of curses. 13*

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Moreover, our diversity was tied to America's most serious crisis: the Civil War was fought over a racial issue - slavery. In his "First Inaugural Address," presented on March 4, 1861, President Abraham Lincoln declared: "One section of our country believes slavery is *right* and ought to be extended, while the other believes it is *wrong* and ought not to be extended." Southern secession, he argued, would be anarchy. Lincoln sternly warned the South that he had a solemn oath to defend and preserve the Union. Americans were one people, he explained, bound together by "the mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land." The struggle and sacrifices of the War for Independence had enabled Americans to create a new nation out of thirteen separate colonies. But Lincoln's appeal for unity fell on deaf ears in the South. And the war came. Two and a half years later, at Gettysburg, President Lincoln declared that "brave men" had fought and "consecrated" the ground of this battlefield in order to preserve the Union. Among the brave were black men. Shortly

after this bloody battle, Lincoln acknowledged the military contributions of blacks. "There will be some black men," he wrote in a letter to an old friend, James C. Conkling, "who can remember that with silent tongue, and clenched teeth, and steady eye, and well-poised bayonet, they have helped mankind on to this great consummation. . . ." Indeed, 186,000 blacks served in the Union Army, and one-third of them were listed as missing or dead. Black men in blue, Frederick Douglass pointed out, were "on the battlefield mingling their blood with that of white men in one common effort to save the country." Now the mystic chords of memory stretched across the new battlefields of the Civil War, and black soldiers were buried in "patriot graves." They, too, had given their lives to ensure that the "government of the people, by the people, for the people shall not perish from the earth." <sup>24</sup>

Like these black soldiers, the people in our study have been actors in history, not merely victims of discrimination and exploitation. They are entitled to be viewed as subjects -as men and women with minds, wills, and voices.

*In the telling and retelling of their stories,*

*They create communities of memory.*

They also re-vision history. "It is very natural that the history written by the victim," said a Mexican in 1874, "does not altogether chime with

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the story of the victor." Sometimes they are hesitant to speak, thinking they are only "little people." "I don't know why anybody wants to hear my history," an Irish maid said apologetically in igoo. "Nothing ever happened to me worth the telling' . "But their stories are worthy. Through their stories, the people who have lived America's history can help all of us, including my taxi dKiver, understand that Americans originated from many shores, and that all of us are entitled to dignity. , I hope this survey do a lot of good for Chinese people," an immigrant told an interviewer from Stanford University in the 119 zos. "Make American people realize that Chinese people are humans. I think very few American people really know anything about Chinese." But the remembering is also for the sake of the children. "This story is dedicated to the descendants of Lazar and Goldie Glauberman," Jewish immigrant Minnie Miller wrote in her autobiography. "My history is bound up in their history and the generations that follow should know where they came from to know better who they are." Similarly, Torno Shoji, an elderly Nisei woman, urged Asian Americans to learn more about their roots: "We got such good, fantastic stories to tell. All our stories are different." Seeking to know how they fit into America, many young people have become listeners; they are eager to learn about the hardships

and humiliations experienced by their parents and grandparents. They want to hear their stories, unwilling to remain ignorant or ashamed of their identity and past.

The telling of stories liberates. By writing about the people on Mango Street, Sandra Cisneros explained, "the ghost does not ache so much." The place no longer holds her with "both arms. She sets me free." Indeed, stories may not be as innocent or simple as they seem to be. Native American novelist Leslie Marmon Silko cautioned:

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indeed, the accounts given by the people in this study vibrantly re-create moments, capturing the complexities of human emotions and thoughts. They also provide the authenticity of experience. After she escaped from slavery, Harriet Jacobs wrote in her autobiography: "[My purpose] is not to tell you what I have heard but what I have seen - and what I have suffered." In their sharing of memory, the people in this study offer us an opportunity to see ourselves reflected in a mirror called history.<sup>27</sup> In his recent study of Spain and the New World, *The Buried Mirror*,

#### A DIFFERENT MIRROR

Moreover, our diversity was tied to America's most serious crisis: the Civil War was fought over a racial issue - slavery. In his "First Inaugural Address," presented on March 4, 1861, President Abraham Lincoln declared: "One section of our country believes slavery is *right* and ought to be extended, while the other believes it is *wrong* and ought not to be extended." Southern secession, he argued, would be anarchy. Lincoln sternly warned the South that he had a solemn oath to defend and preserve the Union. Americans were one people, he explained, bound together by "the mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land." The struggle and sacrifices of the War for Independence had enabled Americans to create a new nation out of thirteen separate colonies. But Lincoln's appeal for unity fell on deaf ears in the South. And the war came. Two and a half years later, at Gettysburg, President Lincoln declared that "brave men" had fought and "consecrated" the ground of this battlefield in order to preserve the Union. Among the brave were black men. Shortly after this bloody battle, Lincoln acknowledged the military contributions of blacks. "There will be some black men," he wrote in a letter to an old friend, James C. Conkling, "who can remember that with silent tongue, and clenched teeth, and steady eye, and well-poised bayonet, they have helped mankind on to this great consummation. . . ." Indeed, 186,000 blacks served in the Union Army, and one-third of them were listed as missing or dead. Black men in blue, Frederick Douglass pointed out, were "on the battlefield mingling their blood with that of white men in one common effort to save the country." Now the mystic chords of memory stretched across the new battlefields of the Civil War, and black soldiers were buried in "patriot graves." They, too, had given their lives to ensure that the "government of the people, by the people, for the people shall not perish from the earth." Like these black soldiers, the

people in our study have been actors in history, not merely victims of discrimination and exploitation. They are entitled to be viewed as subjects -as men and women with minds, wills, and voices.

*In the telling and retelling of their stories,*

*They create communities of memory.*

They also re-vision history. "It is very natural that the history written by the victim," said a Mexican in 1874, "does not altogether chime with

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#### A DIFFERENT MIRROR

the story of the victor." Sometimes they are hesitant to speak, thinking they are only "little people." "I don't know why anybody wants to hear my history," an Irish maid said apologetically in igoo. "Nothing ever happened to me worth the telling'." But their stories are worthy. Through their stories, the people who have lived America's history can help all of us, including my taxi driver, understand that Americans originated from many shores, and that all of us are entitled to dignity. "I hope this survey do a lot of good for Chinese people," an immigrant told an interviewer from Stanford University in the jig zos. "Make American people realize that Chinese people are humans. I think very few American people really know anything about Chinese." But the remembering is also for the sake of the children. "This story is dedicated to the descendants of Lazar and Goldie Glauberman," Jewish immigrant Minnie Miller wrote in her autobiography. "My history is bound up in their history and the generations that follow should know where they came from to know better who they are." Similarly, Torno Shoji, an elderly Nisei woman, urged Asian Americans to learn more about their roots: "We got such good, fantastic stories to tell. All our stories are different." Seeking to know how they fit into America, many young people have become listeners; they are eager to learn about the hardships and humiliations experienced by their parents and grandparents. They want to hear their stories, unwilling to remain ignorant or ashamed of their identity and past.

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Carlos Fuentes points out that mirrors have been found in the tombs of Ancient Mexico, placed there to guide the dead through the underworld. He also tells us about the legend of Quetzalcoatl, the Plumed Serpent: when this god was given a mirror by the Toltec deity Tezcatlipoca, he saw a man's face in the mirror and realized his own humanity. For us, the "mirror" of history can guide the living and also help us recognize who we have been and hence are. In *A Distant Mirror*, Barbara W. Tuchman finds "phenomenal parallels" between the "calamitous 14th century" of European society and our own era. We can, she observes, have "greater fellow-feeling for a distraught age" as we painfully recognize the "similar disarray," "collapsing assumptions," and "unusual discomfort".<sup>28</sup>

But what is needed in our own perplexing times is not so much a "distant" mirror, as one that is "different." While the study of the past can provide collective self-knowledge, it often reflects the scholar's particular perspective or view of the world. What happens when historians leave out many of America's peoples? What happens, to borrow the words of Adrienne Rich, "when someone with the authority of a teacher" describes our society, and "you are not in it"? Such an experience can be disorienting - "a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing."<sup>129</sup>

Through their narratives about their lives and circumstances, the people of America's diverse groups are able to see themselves and each other in our common past. They celebrate what Ishmael Reed has described as a society "unique" in the world because "the world is here" - a place "where the cultures of the world crisscross." Much of America's past, they point out, has been riddled with racism. At the same time, these people offer hope, affirming the struggle for equality as a central theme in our country's history. At its conception, our nation was dedicated to the proposition of equality. What has given concreteness to this powerful national principle has been our coming together in the creation of a new society. "Stuck here" together, workers of different backgrounds have attempted to get along with each other.

*People harvesting*

*Work together unaware  
Of racial problems,*



wrote a Japanese immigrant describing a lesson learned by Mexican and Asian farm laborers in California."

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Finally, how do we see our prospects for "working out" America's racial crisis? Do we see it as through a glass darkly? Do the televised images of racial hatred and violence that riveted us in iggi during the days of rage in Los Angeles frame a future of divisive race relations what Arthur Schlesinger, Jr., has fearfully denounced as the "disuniting of America"? Or will Americans of diverse races and ethnicities be able to connect themselves to a larger narrative? Whatever happens, we can be certain that much of our society's future will be influenced by which 4(mirror" we choose to see ourselves. America does not belong to one race or one group, the people in this study remind us, and Americans have been constantly redefining their national identity from the moment of first contact on the Virginia shore. By sharing their stories, they invite us to see ourselves in a different mirror .31

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## **PART ONE**

### *Boundlessness*

#### *Before Columbus: Vinland*

FROM THE SHORE, the small band of Indians saw the floating island pulled by billowy clouds and the landing of the strangers. Never before had they seen such people. The newcomers looked like animals - monstrous, hairy, and pale skinned, their eyes the color of the sea and their hair the color of the sun. In their hands, they carried shiny sharp sticks that looked like long vicious claws. Their foreign speech sounded like gabble. Confused and frightened, the Indians quickly hid beneath their skin covered boats, hoping to appear like three mounds on the beach. They could hear footsteps approaching; suddenly their boats were violently overturned. All but one of them were captured. Paddling away frantically, the lone survivor looked back and saw red stains darkening the beach. 1

Led by Thorvald Eiriksson, son of Eirik the Red, the Vikings had sailed from Greenland to the New World. He had been told about this land by his brother, Leif, who had sailed south from Iceland about the year 1000 and reached a place he called "Vinland," an old Norse term for grassland or pasture. In the wonderful country to the south, Thorvald had learned, the grass tasted "sweet" and the rivers teemed with salmon. "This is a beautiful

place," Thorvald exclaimed when he first saw what is now known as Newfoundland. "I should like to build myself a home here." After their initial encounter with the Indians on the beach, Morvald and his men pitched camp and went to sleep. Suddenly, they were attacked by Indians armed with bows and arrows; Thorvald was wounded. "You must carry me out to the headland where I thought it would be good to live," the dying leader told his men. "You must bury me there, and put a cross at my head and another one at my feet, and from then on you must call the place Krossanes (Cross Head)."<sup>2</sup>

Shortly afterward, another group of Vikings sailed to Vinland. Among them were Thorfinn Karlsefni and his wife, Gudrid. They found a land

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of great abundance: "Every stream was full of fish. They dug holes where sea and land met at high tide, and when the sea went down again, there was halibut lying in the holes. There were plenty of animals of all kinds in the forest." Then one day, the colonists were approached by some Indians. "Dark, ugly fellows, with ugly hair on their heads" with "large eyes and broad faces," the "Skraelings" came out of the forest and were frightened by the bellowing of the cattle. "They ran towards Karlsefni's farm and wanted to get into the houses; but Karlsefni had the doors bolted. Neither of the two groups understood the other's language. Then the Skraelings took their packs off and undid their bundles, and offered goods for sale; they wanted weapons more than anything else in exchange. But Karlsefni refused to sell any weapons." Instead, he offered them some cheese for pelts. Karlsefni "caught" two Skraeling boys, "taught them to speak the language, and had them christened."<sup>3</sup>

The next year, the Indians returned to the site, rowing around the headland from the south. "There were so many of them that it looked as if charcoal had been strewn on the water." They wanted to trade for red cloth and swords. Suddenly, one of the Indians was killed as he tried to steal some weapons. During the fierce battle, the Vikings retreated up the riverbank, where they successfully resisted the Indian attacks. "Now it's hard to know what to do," Karlsefni said, "because I think they will come back a third time, and then they will come as enemies and there will be very many of them." The following spring, Karlsefni and his fellow colonists abandoned their plans to settle the country and returned to Greenland. They realized that "although this was a good country, there would always be terror and trouble from the people who lived there."<sup>4</sup>

And so this first European settlement in the New World came to an end and remained virtually unknown to the Western world. The Norse people on Greenland had been cut off from their homeland, and when a Norwegian missionary arrived there in 1721, he found only the ruins of farms and churches. Only the Viking sagas, handed down orally and recorded in the fourteenth and fifteenth centuries, preserved the story of the first encounter. This Viking contact remained unacknowledged until 1960 when, on the northern point of Newfoundland at L'Anse aux Meadows, archaeologists found a group

of overgrown housesites with ancient Norse tools and artifacts dated by carbon 14 analysis at about A.D. 1000.

About five hundred years after Leif Eiriksson's voyage to Vinland, Christopher Columbus made his crossing and changed the course of

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history. Unlike the Viking expeditions, his project was sponsored by the king and queen of Spain and was the focus of immense and wide interest throughout Europe. Moreover, the printing press was now available to spread the exciting news of Columbus's amazing "discovery." At first the admiral thought he had reached Asia. After he sighted land on October 21, 1492, the explorer wrote in his journal: "I am determined to go to the mainland and to the city of Quisay [Hangchow] and to present Your Highnesses' letters to the Grand Khan." Two days later, he recorded: "I wish to depart today for the island of Cuba, which I believe should be Cipango Uapan], according to the description that this people give me of its size and wealth But soon he was astonished to realize that he had encountered a new land between Europe and Asia. This most momentous accident of history opened the way to efforts by Spain, Portugal, France, Holland, and England to colonize the continents that would be named the Americas. Unlike the Vikings, however, the new strangers stayed.<sup>5</sup>

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# THE "TEMPEST" IN THE WILDERNESS

## *The Racialization of Savagery*

IN THEIR FIRST encounters with Europeans, the Indians tried to relate the strangers to what was familiar in their world. Traditional Penobscot accounts had described the earth as flat and surrounded by ocean, the "great salt water," *ktci-sobe-k*. Beyond this body of water, there were other islands and countries inhabited by "tribes of strangers." The Indians of Massachusetts Bay, according to early reports by the English, "took the first

ship they saw for a walking island, the mast to be a tree, the sail white clouds, and the discharging of ordnance for lightning and thunder. . . ." They were seized by curiosity. By word of mouth, the fantastic news spread, and the "shores for many miles were filled with this naked Nation, gazing at this wonder." Armed with bows and arrows, some of them approached the ship in their canoes, and "let fly their long shafts at her ... some stuck fast, and others dropped into the water." They wondered why "it did not cry." The native people were struck by the "ugliness" and "deformity" of the strangers - their "white" complexions, hair around their mouths, the eyes with "the color of the blue sky." They tried to identify the visitors. According to Roger Williams, the Indians in Rhode Island used the term *Manittoo*, meaning "god," to describe excellence in human beings and animals. When they

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saw the English arriving on their ships, they exclaimed: "*Mannittowock*. They are Gods."

Indian dreams had anticipated the coming of the strangers. In New England, an old Wampanoag story told about a wise chief foretelling the arrival of Europeans- "On his death-bed he said that a strange white people would come to crowd out the red men, and that for a sign, after his death a great white whale would rise out of the witch pond below. That night he died ... and the great white whale rose from the witch pond." Another version of this story recounted how the old man was describing his approaching death when suddenly "a white whale arose from the water off Witch Pond." The chief said: "That's a sign that another new people the color of the whale [would arrive], but don't let them have all the land because if you do the Indians will disappear." In Virginia, a Powhatan shaman predicted that "bearded men should come & take away their Country & that there should be none of the original Indians be left, within an hundred & fifty years." Similarly, an Ojibwa prophet had a dream many years before actual contact between the two peoples: "Men of strange appearance have come across the great water. Their skins are white like snow, and on their faces long hair grows. [They came here] in wonderfully large canoes which have great white wings like those of a giant bird. The men have long and sharp knives, and they have long black tubes which they point at birds and animals. The tubes make a smoke that rises into the air just like the smoke from our pipes. From them come fire and such terrific noise that I was frightened, even in my dream.' 2

### *Shakespeare's Dream about America*

"O brave new world that has such people in't!" they heard Miranda exclaim. The theatergoers were attending the first performance of William Shakespeare's *Tempest*. This play was first presented in London in 1611, a time when the English were encountering what they viewed as strange inhabitants in new lands. The circumstances surrounding the play determined the meaning of the utterances they heard. A perspicacious few in the audience could have seen that this play was more than a mere story about how Prospero was sent into exile with his daughter, took possession of an island inhabited by Caliban, and redeemed himself by marrying Miranda to the king's son.,

Indeed, *The Tempest* can be approached as a fascinating tale that served as a masquerade for the creation of a new society in America.

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Seen in this light, the play invites us to view English expansion not only as imperialism, but also as a defining moment in the making of an English American identity based on race. For the first time in the English theater, an Indian character was being presented. What did Shakespeare and his audience know about the native peoples of America, and what choices were they making in the ways they characterized Caliban? Although they saw him as "savage," did they racialize savagery? Was the play a prologue for America?

*The Tempest*, studied in relationship to its historical context, can help us answer these questions. While *Othello* also offers us an opportunity to analyze English racial attitudes, as Winthrop Jordan has demonstrated so brilliantly, our play is a more important window for understanding American history, for its story is set in the New World. Moreover, the timing of *The Tempest* was crucial: it was first performed after the English invasion of Ireland but before the colonization of New England, after John Smith's arrival in Virginia but before the beginning of the tobacco economy, and after the first contacts with Indians but before full-scale warfare against them. This was an era when the English were encountering "other" peoples and delineating the boundary between "civilization" and "savagery." The social constructions of both these terms were dynamically developing in three sites - Ireland, Virginia, and New England .4

One of the places the English were colonizing at the time was Ireland, and Caliban seemed to resemble the Irish. Theatergoers were familiar with the "wild Irish" onstage, for such images had been presented in plays like *Sir John Oldcastle* (11599) and *Honest Whore* (1605). Seeking to conquer the Irish in 1395, Richard II had condemned them as "savage Irish, our enemies." In the mid-sixteenth century, shortly before the beginning of the English migrations to America, the government had decided to bring all of Ireland under its rule and encouraged private colonization projects .5

Like Caliban, the Irish were viewed as "savages," a people living outside of "civilization." They had tribal organizations, and their practice of herding seemed nomadic. Even their Christianity was said to be merely the exterior of strongly rooted paganism. "They are all Papists by their profession," claimed Edmund Spenser in 1596, "but in the same so blindly and brutishly informed for the most part as that you would rather think them atheists or infidels." To the colonists, the Irish lacked "knowledge of God or good manners." They had no sense of private property and did not "plant any Gardens or Orchards, Inclose or improve their lands, live together in settled Villages or Townes." The Irish

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## THE "TEMPEST" IN THE WILDERNESS

were described as lazy, "naturally" given to "idleness" and unwilling to work for "their own bread." Dominated by "innate sloth," "loose, barbarous and most wicked," and living "like beasts," they were also thought to be criminals, an underclass inclined to steal from the English. The colonists complained that the Irish savages were not satisfied with the "fruit of the natural unlaboured earth" and therefore continually "invaded the fertile possessions" of the "English Pale."<sup>6</sup>

The English colonizers established a two-tiered social structure: "Every Irishman shall be forbidden to wear English apparel or weapon upon pain of death. That no Irishman, born of Irish race and brought up Irish, shall purchase land, bear office, be chosen of any jury or admitted witness in any real or personal action." To reinforce this social separation, British laws prohibited marriages between the Irish and the colonizers. The new world order was to be one of English over Irish.<sup>7</sup>

The Irish also became targets of English violence. "Nothing but fear and force can teach duty and obedience" to this "rebellious people," the invaders insisted. While the English were generally brutal in their warfare practices at that time, they seemed to have been particularly cruel toward the Irish. The colonizers burned the villages and crops of the inhabitants and relocated them on reservations. They slaughtered families, "man, woman and child," justifying their atrocities by arguing that families provided support for the rebels. After four years of bloody warfare in Munster, according to Edmund Spenser, the Irish had been reduced to wretchedness. "Out of every corner of the woods and glens they came creeping forth upon their hands, for their legs would not bear them. They looked anatomies of death; they spake like ghosts crying out of their graves." The death toll was so high that "in short space there were none almost left and a most populous and plentiful country suddenly left void of man and beast." The "void" meant vacant lands for English resettlement.<sup>8</sup>

The invaders took the heads of the slain Irish as trophies. Sir Humphrey Gilbert pursued a campaign of terror: he ordered that "the heads of all those ... killed in the day, should be cut off from their bodies and brought to the place where he encamped at night, and should there be laid on the ground by each side of the way leading into his own tent so that none could come into his tent for any cause but commonly he must pass through a lane of heads.... [It brought] great terror to the people when they saw the heads of their dead fathers, brothers, children, kinsfolk, and friends. . . ." After seeing the head of his lord impaled on the walls of Dublin, Irish poet Angus O'Daly cried out:

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*O body which I see without a bead, It is the sight of thee which has withered up my strength. Divided and impaled in Atb-cliaith, The learned of Banba will feel its loss. Who will relieve the wants of the poor? Who will bestow cattle on the learned? O body, since thou art without a bead, It is not life which we care to choose after thee."*

The English claimed that they had a God-given responsibility to "inhabit and reform so barbarous a nation" and to educate the Irish "brutes." They would teach them to obey English laws and stop "robbing and stealing and killing" one another. They would uplift this "most filthy people, utterly enveloped in vices, most untutored of all peoples in the rudiments of faith." Thus, although they saw the Irish as savages and although they sometimes described this savagery as "natural" and "innate," the English believed that the Irish could be civilized, improved through what Shakespeare called "nurture." In short, the difference between the Irish and the English was a matter of culture.<sup>10</sup>

As their frontier advanced from Ireland to America, the English began making comparisons between the Irish and Indian "savages" and wondering whether there might be different kinds of "savagery."

The parallels between English expansionism in Ireland and America were apparent. Sir Humphrey Gilbert, Lord De La Warr, Sir Francis Drake, and Sir Walter Raleigh participated in both the invasion of Ireland and the colonization of the New World. The conquest of Ireland and the settlement of Virginia were bound so closely together that one correspondence, dated March 8, 11610, stated: "It is hoped the plantation of Ireland may shortly be settled. The Lord Delaware [Lord De La Warr] is preparing to depart for the plantation of Virginia." Commander John Mason conducted military campaigns against the Irish before he sailed to New England, where he led troops against the Pequots of Connecticut. Samuel Gorton wrote a letter to John Winthrop, Jr., connecting the two frontiers: "I remember the time of the wars in Ireland (when I was young, in Queen Elizabeth's days of famous memory) where much English blood was spilt by a people much like unto these [Indians].... And after these Irish were subdued by force, what treacherous and bloody massacres have they attempted is well known.",

The first English colonizers in the New World found that the Indians

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reminded them of the Irish. In Virginia, Captain John Smith observed that the deerskin robes worn by the Indians did not differ much "in fashion from the Irish mantels." Thomas Morton noticed that the "Natives of New England [were] accustomed to build themselves houses much like the wild Irish." Roger Williams reported that the thick woods and swamps of New England gave refuge to the Indians engaged in warfare, "like the bogs to the wild Irish." Thus, in their early encounters, the English projected the familiar onto the strange, their images of the Irish onto the native people of America. Initially, "savagery" was defined in relationship to the Irish, and the Indians were incorporated into this definition.<sup>12</sup>

*The Tempest*, the London audience knew, was not about Ireland but about the New World, for the reference to the "Bermoothes" (Bermuda) revealed the location of the island. What was happening onstage was a metaphor for English expansion into America. The play's title was inspired by a recent incident: caught in a violent storm in 1609, the *Sea Adventure* had been separated from a fleet of ships bound for Virginia and had run aground

in the Bermudas. Shakespeare knew many of the colonizers, including Sir Humphrey Gilbert and Lord De La Warr. One of his personal friends was geographer Richard Hakluyt, author of widely read books about the New World. The future of Englishmen lay in America, proclaimed Hakluyt, as he urged them to "conquer a country" and "to man it, to plant it, and to keep it, and to continue the making of Wines and Oils able to serve England.""

The scene of the play was actually the mainland near the "Bermoothes" - Virginia. "The air breathes upon us here most sweetly," the theatergoers were told. "Here is everything advantageous to life." "How lush and lusty the grass looks! how green!" Impressed by the land's innocence, Gonzalo of *The Tempest* depicted it as an ideal commonwealth where everything was as yet unformed and unbounded, where letters, laws, metals, and occupations were yet unknown. Both the imagery and the language revealed America as the site of Prospero's landing- it was almost as if Shakespeare had lifted the material from contemporary documents about the New World. Tracts on Virginia had described the air as "most sweet" and as "virgin and temperate," and its soil "lusty" with meadows "full of green grass." In *A True Reportory of the Wracke*, published in 1606, William Strachey depicted Virginia's abundance: "no Country yieldeth goodlier *Corn*, nor more manifold increase... [Vile have thousands of goodly *Vines*." Here was an opportunity for colonists to enhance the "fertility and pleasure" of Virginia

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by "cleansing away her woods" and converting her into "goodly meadow." 14

Moreover, the play provided a clever clue that the story was indeed about America: Caliban, one of the principal characters, was a New World inhabitant. "Carib," the name of an Indian tribe, came to mean a savage of America, and the term *cannibal* was a derivative. Shakespeare sometimes rearranged letters in words ("Amleth," the name of a prince in a Viking era tale, for example, became "Hamlet"), and here he had created another anagram in "Caliban." I-I

The English had seen or read reports about Indians who had been captured and brought to London. Indians had been displayed in Europe by Christopher Columbus. During his first voyage, he wrote: "Yesterday came [to] the ship a dugout with six young men, and five came on board; these I ordered to be detained and I am bringing them." When Columbus was received by the Spanish court after his triumphal return, he presented a collection of things he had brought back, including some gold nuggets, parrots in cages, and six Indians. During his second voyage in 1493, Columbus again sent his men to kidnap Indians. On one occasion, a captive had been "wounded seven times and his entrails were hanging out," reported Guillermo Coma of Aragon. "Since it was thought that he could not be cured, he was cast into the sea. But keeping above water and raising one foot, he held on to his intestines with his left hand and swam courageously to the shore.... The wounded Carib was caught again on shore. His hands and feet were bound more tightly



and he was once again thrown headlong. But this resolute savage swam more furiously, until he was struck several times by arrows and perished." When Columbus set sail with his fleet to return to Spain, he took 550 Indian captives. "When we reached the waters around Spain," Michele de Cuneo wrote matter-of-factly, "about zoo of those Indians died, I believe because of the unaccustomed air, colder than theirs. We cast them into the sea."<sup>16</sup>

Similarly, English explorers engaged in this practice of kidnapping Indians. When Captain George Waymouth visited New England in 1605, he lured some Abenakis to his ship; taking three of them hostage, he sailed back to England to display them. An early seventeenth-century pamphlet stated that a voyage to Virginia was expected to bring back its quota of captured Indians: "Thus we shipped five savages, two canoes, with all their bows and arrows." In 1614, the men on one of Captain John Smith's ships captured several Indians on Cape Cod. "Thomas Hunt," Smith wrote, ". . . betrayed four and twenty of these poor savages

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aboard this ship, and most dishonestly and inhumanely ... carried them with him to Maligo [Milagal and there for a little private gain sold ... those savages for Rials of eight." In 1611, according to a biographer of William Shakespeare, "a native of New England called Epnew was brought to England ... and 'being a man of so great a stature' was showed up and down London for money as a monster." In the play, Stephano considered capturing Caliban: "If I can recover him, and keep him tame, and get to Naples with him, he's a present for any emperor. . . ." Such exhibitions of Indians were "profitable investments," literary scholar Frank Kermode noted, and were "a regular feature of colonial policy under James I. The exhibits rarely survived the experience."<sup>17</sup>

To the spectators of these "exhibits," Indians personified "savagery." They were depicted as "cruel, barbarous and most treacherous." They were thought to be cannibals, "being most furious in their rage and merciless ... not being content only to kill and take away life, but delight to torment men in the most bloody manner.. . flaying some alive with the shells of fishes, cutting off the members and joints of others by piecemeal and broiling on the coals, eating the collops of their flesh in their sight whilst they live." According to Sir Walter Raleigh, Indians had "their eyes in their shoulders, and their mouths in the middle of their breasts." In *Nova Britannia*, published in 1608, Richard Johnson described the Indians in Virginia as "wild and savage people," living "like herds of deer in a forest." One of their striking physical characteristics was their skin color. John Brereton described the New England Indians as "of tall stature, broad and grim visage, of a blacke swart complexion.""

Indians seemed to lack everything the English identified as civilized Christianity, cities, letters, clothing, and swords. "They do not bear arms or know them, for I showed to them swords and they took them by the blade and cut themselves through ignorance," wrote Columbus in his journal, noting that the Indians did not have iron. George Waymouth

tried to impress the Abenakis: he magnetized a sword "to cause them to imagine some great power in us; and for that to love and fear us."<sup>19</sup>

Like Caliban, the native people of America were viewed as the "other." European culture was delineating the border, the hierarchical division between civilization and wildness. Unlike Europeans, Indians were allegedly dominated by their passions, especially their sexuality. Amerigo Vespucci was struck by how the natives embraced and enjoyed the pleasures of their bodies: "They ... are libidinous beyond measure,

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and the women far more than the men.... When they had the opportunity of copulating with Christians, urged by excessive lust, they defiled and prostituted themselves." Caliban personified such passions. Prospero saw him as a sexual threat to the nubile Miranda, her "virgin-knot" yet untied. "I have used thee (filth as thou art) with humane care," Prospero scolded Caliban, "and lodged thee in mine own cell till thou didst seek to violate the honor of my child." And the unruly native snapped: "O ho, O ho! Would't had been done! Thou didst prevent me; I had peopled else this isle with Calibans. <sup>1120</sup>

To the theatergoers, Caliban represented what Europeans had been when they were lower on the scale of development. To be civilized, they believed, required denial of wholeness - the repression of the instinctual - forces of human nature. A personification of civilized man, Prospero identified himself as mind rather than body. His epistemology was reliant on the visual rather than the tactile and on the linear knowledge of books rather than the polymorphous knowledge of experience. With the self fragmented, Prospero was able to split off his rationality and raise it to authority over the "other" - the sensuous part of himself and everything Caliban represented.

But could Caliban, the audience wondered, ever become Christian and civilized?. The Spanish lawyer Juan Gines de Sepulveda had justified the Spanish conquest of Indians by invoking Aristotle's doctrine that some people were "natural slaves." The condition of slavery, Sepulveda argued, was natural for "persons of both inborn rudeness and of inhuman and barbarous customs." Thus what counted was an ascriptive quality based on a group's nature, or "descent. "<sup>21</sup>

On the other hand, Pope Paul III had proclaimed that Indians, as well as "all other people" who might later be "discovered" by "Christians," should not be deprived of their liberty and property, even though they were outside the Christian faith. Christopher Columbus had reported that Indians were "very gentle and without knowledge of ... evil." He added: "They love their neighbors as themselves, and have the sweetest talk in the world, and gentle, and always with a smile." In *The Tempest*, Gonzalo told theatergoers: "I saw such islanders ... who, though they are of monstrous shape, yet, note, their manners are more gentle, kind, than of our human generation you shall find many - nay,

almost any." Thus, Indians were not always viewed as brutish by nature: they could be acculturated, become civilized through "consent.'<sup>21</sup>

Indeed, Caliban seemed educable. Prospero had taught him a European language: "I ... took pains to make thee speak, taught thee each

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hour one thing or other. When thou didst not, savage, know thine own meaning, but wouldst gabble like a thing most brutish." Defiantly, the native retorted: "You taught me language, and my profit on't is, I know how to curse. The red plague rid you for learning me your language." Clearly, Caliban was no mere victim: capable of acculturation, he could express his anger. A Virginia tract stated that the colonists should take Indian children and "train them up with gentleness, teach them our English tongue." In the contract establishing the Virginia Company in 1606, the king endorsed a plan to propagate the "Christian Religion to such people" who as yet lived in "darkness and miserable ignorance of the true knowledge and worship of God." Three years later, the Virginia Company instructed the colony's governor to encourage missionaries to convert Indian children. They should be taken from their parents if necessary, since they were "so wrapped up in the fog and misery of their iniquity." A Virginia promotional tract stated that it was "not the nature of men, but the education of men" that made them "barbarous and uncivil." Every man in the new colony had a duty to bring the savage Indians to "civil and Christian" government.<sup>23</sup>

All of these cultural constructs of Indians at this point in time were either the fantasy of Shakespeare or the impressions of policymakers and tract writers in London. What would happen to these images on the stage of history?

The first English settlement in the New World was in Virginia, the home of fourteen thousand Powhatans. An agricultural people, they cultivated corn - the mainstay of their subsistence. Their cleared fields were as large as one hundred acres, and they lived in palisaded towns, with forts, storehouses, temples, and framed houses covered with bark and reed mats. They cooked their food in ceramic pots and used woven baskets for storing corn: some of their baskets were constructed so skillfully they could carry water in them. The Powhatans had a sophisticated numbering system for evaluating their harvests. According to John Smith, they had numbers from one to ten, after which counting was done by tens to one hundred. There was also a word for "one thousand." The Powhatan calendar had five seasons: "Their winter some call *Popanow*, the spring *Cattaapeuk*, the sommer *Cohattayough*, the earing of their Come *Nepinough*, the harvest and fall of the leafe *Taquitock*. From September until the midst of November are the chief Feasts and sacrifice. <sup>1124</sup>

In Virginia, the initial encounters between the English and the Indians opened possibilities for friendship and interdependency. After arriving

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in 1607, the first one hundred and twenty colonists set up camp. Then, John Smith reported, came "the starving time." A year later, only thirty eight of them were still alive, hanging precariously on the very edge of survival. The reality of America did not match the imagery of the New World as a garden; the descriptions of its natural abundance turned out to be exaggerated. Many of the English were not prepared for survival in the wilderness. "Now was all our provision spent ... all help abandoned, each hour expecting the fury of the savages," Smith wrote. Fortunately, in that "desperate extremity," the Powhatans brought food and rescued the starving strangers.<sup>15</sup>

A year later, several hundred more colonists arrived, and again they quickly ran out of provisions. They were forced to eat "dogs, cats, rats, and mice," even "corpses" dug from graves. "Some have licked up the blood which hath fallen from their weak fellows," a survivor reported. "One [member] of our colony murdered his wife, ripped the child out of her womb and threw it into the river, and after chopped the mother in pieces and salted her for his food, the same not being discovered before he had eaten part thereof." "So great was our famine," John Smith stated, "that a savage we slew and buried, the poorer sort took him up again and ate him; and so did diverse one another boiled and stewed with roots and herbs."<sup>26</sup>

Hostilities soon broke out as the English tried to extort food supplies by attacking the Indians and destroying their villages. In 1608, an Indian declared: "*We hear you are come from under the World to take our World from us.*" A year later, Governor Thomas Gates arrived in Virginia with instructions that the Indians should be forced to labor for the colonists and also make annual payments of corn and skins. The orders were brutally carried out. During one of the raids, the English soldiers attacked an Indian town, killing fifteen people and forcing many others to flee. Then they burned the houses and destroyed the cornfields. According to a report by commander George Percy, they marched the captured queen and her children to the river where they "put the Children to death ... by throwing them overboard and shooting out their brains in the water."<sup>1127</sup>

Indians began to doubt that the two peoples could live together in peace. One young Indian told Captain John Smith: "[We] are here to intreat and desire your friendship and to enjoy our houses and plant our fields, of whose fruits you shall participate." But he did not trust the strangers: "We perceive and well know you intend to destroy us." Chief Powhatan had come to the same conclusion, and he told Smith

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that the English were not in Virginia to trade but to "invade" and "possess" Indian lands.<sup>21</sup>

Indeed, Smith and his fellow colonists were encouraged by their culture of expansionism to claim entitlement to the land. In *The Tempest*, the theatergoers were told: "I think he will carry this island home in his pocket and give it his son for an apple." Prospero declared that he had been thrust forth from Milan and "most strangely" landed on this shore "to be the lord on't." Projecting his personal plans and dreams onto the wilderness, he colonized the island and dispossessed Caliban. Feeling robbed, Caliban protested: "As I told thee before, I am subject to a tyrant, a sorcerer, that by his cunning hath cheated me of the island." But the English did not see their taking of land as robbery. In *Utopia*, Sir Thomas More justified the appropriation of Indian lands: since the natives did not "use" the soil but left it "idle and waste," the English had "just cause" to drive them from the territory by force. In 1609, Robert Gray declared that "the greater part" of the earth was "possessed and wrongfully usurped by wild beasts ... or by brutish savages." A Virginia pamphlet argued that it was "not unlawful" for the English to possess "part" of the Indians' land .29

But the English soon wanted more than just a "part" of Indian Territory. Their need for land was suddenly intensified by a new development - the cultivation of tobacco as an export crop. In 1613, the colony sent its first shipment of tobacco to London, a small but significant four barrels' worth. The exports grew dramatically from 1,300 pounds in 1616 to 19,000 the following year, and to 60, too by 1620. The colonists increasingly coveted Indian lands, especially the already cleared fields. Tobacco agriculture stimulated not only territorial expansion but also immigration. During the "Great Migration" of 1618-1623, the colony grew from four hundred to forty-five hundred people.

In 1622, the natives tried to drive out the intruders, killing some three hundred colonists. John Smith denounced the "massacre" and described the "savages" as "cruel beasts," who possessed "a more unnatural brut

ishness" than wild animals. The English deaths, Samuel Purchas argued, established the colonists' right to the land: "Their carcasses, the dispersed bones of their countrymen ... speak, proclaim and cry, This our earth is truly English, and therefore this Land is justly yours O English." Their blood had watered the soil, entitling them to the land. "We, who hitherto have had possession of no more ground than their [Indian] waste, and our purchase ... may now by right of War, and law of Nations," the colonists declared, "invade the Country, and destroy them

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who sought to destroy us." They felt they could morally sweep away their enemies and even take their developed lands. "*We shall enjoy their cultivated places.... Now their cleared grounds in all their villages (which are situated in the fruitfulest places of the land) shall be inhabited by us.*"<sup>10</sup>

In their fierce counterattack, the English waged total war. "Victory may be gained in many ways," a colonist declared: "by force, by surprise, by famine in burning their Corn, by destroying and burning their Boats, Canoes, and Houses ... by pursuing and chasing them with our horses, and blood-hounds to draw after them, and mastives to tear them." In 1623, Captain William Tucker led his soldiers to a Powhatan village, presumably to negotiate a peace treaty. After he concluded the treaty, he persuaded the Indians to drink a toast, but he served them poisoned wine. An estimated two hundred Indians died instantly, and Tucker's soldiers then killed another fifty and "brought home part of their heads." In 1629, a colonist reported, the English forced a hostile Indian leader to seek peace by "continual incursions" and by "yearly cutting down, and spoiling their corn." The goal of the war was to "root out [the Indians] from being any longer a people.";

What happened in Virginia, while terrible and brutal, was still based largely on the view that Indian "savagery" was cultural. Like the Irish, Indians were identified as brutal and backward, but they were not yet seen as incapable of becoming civilized because of their race, or "descent." Their heathenism had not yet been indelibly attached to distinctive physical characteristics such as their skin color. So far at least, consent<sup>41</sup> was possible for Indians. What occurred in New England was a different story, however, and here again, the play was preview.<sup>12</sup>

Although the theatergoers were given the impression that Caliban could be acculturated, they also received a diametrically opposite construction of his racial character. They were told that Caliban was "a devil, a born devil" and that he belonged to a "vile race." "Descent" was determinative: his "race" signified an inherent moral defect. On the stage, they saw Caliban, with long shaggy hair, personifying the Indian. He had distinct racial markers. "Freckled," covered with brown spots, he was "not honored with human shape." Called a "fish," he was mockingly told: "Thy eyes are almost set in thy head." "Where should they be set else? He were a brave monster indeed if they were set in his tail." More important, his distinctive physical characteristics signified intellectual incapacity. Caliban was "a thing of darkness" whose "nature nurture [could] never stick." In other words, he had natural qualities

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that precluded the possibility of becoming civilized through "nurture," or education. The racial distance between Caliban and Prospero was inscribed geographically. The native was forced to live on a reservation located in a barren region. "Here you sty [to lodge, to place in a pig pen or sty] me in this hard rock," he complained, "whiles you do keep from me the rest o' the island." Prospero justified this segregation, charging that the "savage" possessed distasteful qualities, "which good natures could not abide to be with. Therefore wast thou deservedly confined into this rock, who hadst deserved more than a prison." The theatergoers saw Caliban's "sty" located emblematically at the back of the stage, behind Prospero's "study," signifying a hierarchy of white over dark and cerebral over carnal.<sup>33</sup>

This deterministic view of Caliban's racial character would be forged in the crucible of New England. Five years after the first performance of *The Tempest*, Captain John Smith sailed north from Virginia to explore the New England coast, where again he found not wild men but farmers. The "paradise" of Massachusetts, he reported, was "all planted with corn, groves, mulberries, savage gardens." "The sea Coast as you pass shews you all along large Corne fields." Indeed, while the Abenakis of Maine were mainly hunters and food gatherers dependent on the natural abundance of the land, the tribes in southern New England were horticultural. For example, the Wampanoags, whom the Pilgrims encountered in 1620, were a farming people, with a representative political system as well as a division of labor, with workers specializing in at rowmaking, woodwork, and leathercraftS.34

The Wampanoags as well as the Pequots, Massachusetts, Nausets, Nipmucks, and Narragansets cultivated corn. As the main source of life for these tribes, corn was the focus of many legends. A Narraganset belief told how a crow had brought this grain to New England: "These Birds, although they do the corn also some hurt, yet scarce one *Native* amongst a hundred will kill them, because they have a tradition, that the Crow brought them at first an *Indian* Grain of Corn in one Ear, and an *Indian* or French bean in another, from the Great God *Kautantouwits* field in the Southwest from whence ... came all their Corn and Beans." A Penobscot account celebrated the gift of Corn Mother: during a time of famine, an Indian woman fell in love with a snake in the forest. Her secret was discovered one day by her husband, and she told him that she had been chosen to save the tribe. She instructed him to kill her with a stone ax and then drag her body through a clearing. "After seven days he went to the clearing and found the corn plant rising above the

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ground.... When the corn had born fruit and the silk of the corn ear had turned yellow he recognized in it the resemblance of his dead wife. Thus originated the cultivation of corn."35

These Indians had a highly developed agricultural system. Samuel de Champlain found that "all along the shore" there was "a great deal of .land cleared up and planted with Indian corn." Describing their agricultural practices, he wrote: "They put in each hill three or four Brazilian beans [kidney beans].... When they grow up, they interlace with the corn ... and they keep the ground very free from weeds. We saw there many squashes, and pumkins, and tobacco, which they likewise cultivate." According to Thomas Morton, Indians "dung[ed] their ground" with fish to fertilize the soil and increase the harvest. After visiting the Narragansets in Rhode Island, John Winthrop, Jr., noted that although the soil in that region was "sandy & rocky," the people were able to raise "good corn without fish" by rotating their crops. "They have every one z fields," he observed, "which after the first z years they let one field rest each year, & that keeps their ground continually [productive]." -According to Roger Williams, when the Indians were ready to

harvest the corn, "all the neighbours men and women, forty, fifty, a hundred," joined in the work and came "to help freely." During their green corn festival, the Narragansets; erected a long house, "sometimes a hundred, sometimes two hundred feet long upon a plain near the Court ... where many thousands, men and women," gathered. Inside, dancers gave money, coats, and knives to the poor. After the harvest, the Indians stored their corn for the winter. "In the sand on the slope of hills," according to Champlain, "they dig holes, some five or six feet, more or less, and place their corn and other grains in large grass sacks, which they throw into the said holes, and cover them with sand to a depth of three or four feet above the surface of the ground. They take away their grain according to their need, and it is preserved as well as it be in our granaries." Contrary to the stereotype of Indians as hunters and therefore savages, these Indians were farmers .36

However, many colonists in New England disregarded this reality and invented their own representations of Indians. What emerged to justify dispossessing them was the racialization of Indian "savagery." Indian heathenism and alleged laziness came to be viewed as inborn group traits that rendered them naturally incapable of civilization. This process of Indian dehumanization developed a peculiarly New England dimension as the colonists associated Indians with the Devil. Indian identity became a matter of "descent": their racial markers indicated ineradicable qualities of savagery.

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This social construction of race occurred within the economic context of competition over land. The colonists argued that entitlement to land required its utilization. Native men, they claimed, pursued "no kind of labour but hunting, fishing and fowling." Indians were not producers. "The *Indians* are not able to make use of the one fourth part of the Land," argued Reverend Francis Higginson in 1630, "neither have they any settled places, as Towns to dwell in, nor any ground as they challenge for their own possession, but change their habitation from place to place." In the Puritan view, Indians were lazy. "Fettered in the chains of idleness," they would rather starve than work, William Wood of Boston complained in 1634. Indians were sinfully squandering America's resources. Under their irresponsible guardianship, the land had become "all spoils, rots," and was "marred for want of maturing, gathering, ordering, etc." Like the "foxes and wild beasts," Indians did nothing "but run over the grass. 1137

The Puritan possession of Indian lands was facilitated by the invasion of unseen pathogens. When the colonists began arriving in New England, they found that the Indian population was already being reduced by European diseases. Two significant events had occurred in the early seventeenth century: infected rats swam to shore from Samuel de Champlain's ships, and some sick French sailors were shipwrecked on the beaches of New England. By 1616, epidemics were ravaging Indian villages. Victims of "virgin soil epidemics," the Indians lacked immunological defenses against the newly introduced diseases. Between 1610 and 1675, the Indian population declined sharply - from 12,000 to a mere 3,000 for the Abenakis and from 65,000 to 10,000 for the southern New England tribes."



Describing the sweep of deadly diseases among the Indians, William Bradford reported that the Indians living near the trading house outside of Plymouth "fell sick of the smallpox, and died most miserably." The condition of those still alive was "lamentable." Their bodies were covered with "the pox breaking and mattering and running one into another, their skin cleaving" to the mats beneath them. When they turned their bodies, they found "whole sides" of their skin flaying off. In this terrible way, they died "like rotten sheep." After one epidemic, William Bradford recorded in his diary: "For it pleased God to visit these Indians with a great sickness and such a mortality that of a thousand, above nine and a half hundred of them died, and many of them did rot above ground for want of burial."<sup>39</sup>

The colonists interpreted these Indian deaths as divinely sanctioned opportunities to take the land. John Winthrop declared that the

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decimation of Indians by smallpox manifested a Puritan destiny: God was "making room" for the colonists and "hath hereby cleared our title to this place." After an epidemic had swept through Indian villages, John Cotton claimed that the destruction was a sign from God: when the Lord decided to transplant His people, He made the country vacant for them to settle. Edward Johnson pointed out that epidemics had desolated 14 those places, where the English afterward planted. <sup>40</sup>

Indeed, many New England towns were founded on the very lands the Indians had been living on before the epidemics. The Plymouth colony itself was located on the site of the Wampanoag village of Pawtuxet. The Pilgrims had noticed the village was empty and the cornfields overgrown with weeds. "There is a great deal of Land cleared," one of them reported, "and hath been planted with Corne three or four year's ago." The original inhabitants had been decimated by the epidemic of 1616. "Thousands of men have lived there, which died in a great plague not long since," another Pilgrim wrote; "and pity it was and is to see so many goodly fields, and so well seated, without men to dress and manure the same." During their first spring, the Pilgrims went out into those fields to weed and manure them. Fortunately, they had some corn seed to plant. Earlier, when they landed on Cape Cod, they had come across some Indian graves and found caches of corn. They considered this find, wrote Bradford, as "a special providence of God, and a great mercy to this poor people, that here they got seed to plant them corn the next year, or else they might have starved." The survival of these pallid strangers was so precarious that they probably would have perished had it not been for the seeds they found stored in the Indian burial grounds. Ironically, Indian death came to mean life for the Pilgrims. <sup>41</sup>

However, the Puritans did not see it as irony but as the destruction of devils. They had demonized the native peoples, condemning Indian religious beliefs as "diabolical, and so uncouth, as if ... framed and devised by the devil himself." The Wampanoags of Martha's Vineyard, wrote Reverend Thomas Mayhew in 1652, were "mighty zealous and earnest in the Worship of False gods and Devils." They were under the influence of "a multitude of Heathen Traditions of their gods ... and abounding with sins." <sup>42</sup>

To the colonists, the Indians were not merely a wayward people: they personified something fearful within Puritan society itself. Like Caliban, a "born devil," Indians failed to control their appetites, to create boundaries separating mind from body. They represented what English men and women in America thought they were not - and, more important,

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what they must not become. As exiles living in the wilderness far from "civilization," the English used their negative images of Indians to delineate the moral requirements they had set up for themselves. As sociologist Kai Eriksson explained, "deviant forms of behavior, by marking the outer edges of group life, give the inner structure its special character and thus supply the framework within which the people of the group develop an orderly sense of their own cultural identity... One of the surest ways to confirm an identity, for communities as well as for individuals, is to find some way of measuring what one is not." By depicting Indians as demonic and savage, the colonists, like Prospero, were able to define more precisely what they perceived as the danger of becoming Calibanized.<sup>41</sup>

The Indians presented a frightening threat to the Puritan errand in America. "The wilderness through which we are passing to the Promised Land is all over fill's with fiery flying serpents," warned Reverend Cotton Mather. "Our Indian wars are not over yet." The wars were now within Puritan society and the self: the dangers were internal. Self-vigilance against sin was required, or else the English would become like Indians. "We have too far degenerated into Indian vices. The vices of the Indians are these: They are very lying wretches, and they are very lazy wretches; and they are out of measure indulgent unto their children; there is no family government among them. We have [become] shamefully Indianized in all those abominable things."<sup>44</sup>

To be "Indianized" meant to serve the Devil. Cotton Mather thought this was what had happened to Mercy Short, a young girl who had been a captive of the Indians and who was suffering from tormenting fits. According to Mather, Short had seen the Devil. "He was not of a Negro, but of a Tawney, or an Indian colour," she said; "he wore an highcrowned Hat, with straight Hair; and had one Cloven-foot." During a witchcraft trial, Mather reported, George Burroughs had lifted an extremely heavy object with the help of the Devil, who resembled an Indian. Puritan authorities hanged an English woman for worshipping Indian 'gods' and for taking the Indian devil-god Hobbamock for a husband. Significantly, the Devil was portrayed as dark complected and Indian.<sup>45</sup>

For the Puritans, to become Indian was the ultimate horror, for they believed Indians were "in very great subjection" of the Devil, who "kept them in a continual slavish fear of him." Governor Bradford harshly condemned Thomas Morton and his fellow prodigals of

the Merrymount settlement for their promiscuous partying with Indians: "They also set up a maypole, drinking and dancing about it many days together, inviting

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the Indian women for their consorts, dancing and frisking together like so many fairies." Interracial cavorting threatened to fracture a cultural and moral border - the frontier of Puritan identity. Congress of bodies, white and "tawney," signified defilement, a frightful boundlessness. If the Puritans were to become wayward like the Indians, it would mean that they had succumbed to savagery and failed to shrivel the sensuous parts of the self. To be "Indianized" meant to be decivilized, to become wild men .46

But they could not allow this to happen, for they were embarking on an errand to transform the wilderness into civilization. "The whole earth is the Lord's garden and he hath given it to the sons of men [to] increase and multiply and replentish the earth and subdue it," asserted John Winthrop in 1630 as he prepared to sail for New England. "Why then should we stand starving here for the places of habitation ... and in the meantime suffer a whole Continent as fruitful and convenient for the use of man to lie waste without any improvement."47

Actually, Indians had been farming the land, and this reality led to conflicts over resources. Within ten years after the arrival of Winthrop's group, twenty thousand more colonists came to New England. This growing English population had to be squeezed into a limited area of arable land. Less than 20 percent of the region was useful for agriculture, and the Indians had already established themselves on the prime lands. Consequently, the colonists often settled on or directly next to Indian communities. In the Connecticut Valley, for example, they erected towns like Springfield (1636), Northampton (1654), Hadley (1661), Deerfield (1673), and Northfield (1673) adjacent to Indian agricultural clearings at Agawam, Norwottuck, Pocumtuck, and Squakheag.48

Over the years, the expansion of English settlement sometimes led to wars that literally made the land "vacant." During the Pequot War of 1637, some seven hundred Pequots were killed by the colonists and their Indian allies. Describing the massacre at Fort Mystic, an English officer wrote: "Many were burnt in the fort, both men, women, and children.... There were about four hundred souls in this fort, and not above five of them escaped out of our hands. Great and doleful was the bloody sight." Commander John Mason explained that God had pushed the Pequots into a "fiery oven," "filling the place with dead bodies." By explaining their atrocities as divinely driven, the English were sharply inscribing the Indians as a race of devils. This was what happened during King Philip's War of 1675-76. While one thousand English were killed

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during this conflict, over six thousand Indians died from combat and disease. Altogether, about half of the total Indian population was destroyed in southern New England. Again, the colonists quickly justified their violence by demonizing their enemies. The Indians, Increase Mather observed, were "*so Devil driven* as to begin an unjust and bloody war upon the English, which issued in their speedy and utter extirpation from the face of God's earth." Cotton Mather explained that the war was a conflict between the Devil and God: "The Devil decoyed those miserable savages [to New England] in hopes that the Gospel of the Lord Jesus Christ would never come here to destroy or disturb His *absolute empire* over them."<sup>49</sup>

Indians, "such people" of this "brave new world," to use Shakespeare's words, personified the Devil and everything the Puritans feared - the body, sexuality, laziness, sin, and the loss of self-control. They had no place in a "new England." This was the view trumpeted by Edward Johnson in his *Wonder-working Providence*. Where there had originally been "hideous Thickets" for wolves and bears, he proudly exclaimed in 1654, there were now streets "full of Girls and Boys sporting up and down, with a continued concourse of people." Initially, the colonists themselves had lived in "wigwams" like Indians, but now they had "orderly, fair, and well-built houses ... together with Orchards filled with goodly fruit trees, and gardens with variety of flowers." The settlers had fought against the Devil, who had inhabited the bodies of the Indians, Johnson observed, and made it impossible for the soldiers to pierce them with their swords. But the English had violently triumphed. They had also expanded the market, making New England a center of production and trade. The settlers had turned "this Wilderness" into "a mart." Merchants from Holland, France, Spain, and Portugal were coming here. "Thus," proclaimed Johnson, "hath the Lord been pleased to turn one of the most hideous, boundless, and unknown Wildernesses in the world in an instant ... to a well-ordered Commonwealth."<sup>50</sup>

But, in a sense, all of these developments had already been acted out in *The Tempest*. Like Prospero, the English colonists had sailed to a new land, and many of them also felt they were exiles. They viewed the native peoples as savages, as Calibans. The strangers occupied the land, believing they were entitled to be "the lord on't."<sup>51</sup>

Still, in Shakespeare's fantasy, race as a social construction had not yet been firmly formed, and Caliban's qualities as "other" not yet definitely fixed by race. What happened in history, however, was a different story.

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The English possessed tremendous power to define the places and peoples they were conquering. As they made their way westward, they developed an ideology of "savagery," which was given form and content by the political and economic circumstances of the specific sites of colonization. Initially, in Ireland, the English had viewed savagery as something cultural, or a matter of "consent": they assumed that the

distance between themselves and the Irish, or between civilization and savagery, was quantitative rather than qualitative. The Irish as "other" was educable: they were capable of acquiring the traits of civilization. But later, as colonization reached across the Atlantic and as the English encountered a new group of people, many of them believed that savagery for the Indians might be inherent. Perhaps the Indians might be different from the English in kind rather than degree; if so, then the native people of America would be incapable of improvement because of their race. To use Shakespeare's language, they might have a "nature" that "nurture" would never be able to "stick" to or change. Race or "descent" might be destiny.<sup>52</sup>

What happened in America in the actual encounters between the Indians and the English strangers was not uniform. In Virginia, Indian savagery was viewed largely as cultural: Indians were ignorant heathens. In New England, on the other hand, Indian savagery was racialized: Indians had come to be condemned as a demonic race, their dark complexions signifying an indelible and inherent evil. Why was there such a difference between the two regions? Possibly the competition between the English and the Indians over resources was more intense in New England than in Virginia, where there was more arable land. More important, the colonists in New England had brought with them a greater sense of religious mission than the Virginia settlers. For the Puritans, theirs was an "errand into the wilderness" - a mission to create what John Winthrop had proclaimed as "a city upon a hill" with the eyes of the world upon them. Within this economic and cultural framework, a "discovery" occurred: the Indian "other" became a manifest devil. Thus savagery was racialized as the Indians were demonized, doomed to what Increase Mather called "utter extirpation." Once the process of this cultural construction was under way, it set a course for the making of a national identity in America for centuries to come.<sup>51</sup>

### *A World Turned Upside Down*

Indians viewed these developments very differently. One of their legends told about a creature named *Ki-wa-kwe-skwe*, "woman wandering in

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the woods." She was a cannibal, and a boy whom she called her brother lived with her. She always kept her back turned toward him to hide her face. She also taught him to hunt rabbits and offered him frequent meals in order to fatten him. Once a rabbit came to the boy and said: "You have already killed a great many of us. That is enough; don't hunt us too persistently or you will exterminate us. Henceforth do not obey that woman who is ordering you. She is not your sister. On the contrary, she is a bad magician who is only lying to you and just fattening you up until you are prime, when she will kill and eat you. For her food is human beings." That night the boy pretended to fall asleep, and he had a

chance to see the woman's face, her true cannibalistic self. The next morning he ran away, with the evil spirit woman in pursuit. A heron and a porcupine tried to protect the boy and killed the woman repeatedly, but she kept returning to life. Finally, an old man came to his rescue and ordered his dog to tear the evil woman to shreds. The old man then took the boy to the village where his father and mother lived. "And when the people saw that the boy who had been stolen was still alive, lo, there was great rejoicing and feasting." What happened in history, however, had a much different ending. <sup>14</sup>

Like the rabbit of this story, a Narraganset leader tried to warn his fellow Indians about the English invaders. "You know our fathers had plenty of deer and skins, our plains were full of deer, as also our woods, and of turkeys, and our coves full of fish and fowl," Miantonomo told the Montauks of Long Island in 164 z. "But these English having gotten our land, they with scythes cut down the grass, and with axes fell the trees; their cows and horses eat the grass, and their hogs spoil our clam banks, and we shall all be starved." Miantonomo called for pan-Indian unity to resist the strangers: "For so are we all Indians as the English are, and say brother to one another; so must we be one as they are, otherwise we shall all be gone shortly." They should attack the colonists, and "k ill men, women and children, but no cows." They should raise the cattle for food "till our deer be increased again."<sup>51</sup>

In 1735, twenty-seven Pequots complained to the governor of Connecticut that the English settlers had encroached on their lands, planting wheat fields and allowing their cattle to roam into Indian cornfields. The Pequots protested: "We see plainly that their chiefest desire is to deprive us of the privilege of our land, and drive us off to our utter ruin." The native people of America were finding that the white strangers from across the ocean were threatening their way of life. In a 11789 petition to the Assembly of Connecticut, the Mohegans lamented that "the times" had been "Exceedingly alter'd":

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Yea the Times have turn'd everything Upside down, or rather we have Chang'd the good Times, Chiefly by the help of the White People. For in Times past our Fore-Fathers live in Peace, Love and great harmony, and had everything in Great plenty. When they Wanted meat they would just run into the Bush a little ways with their Weapons and would Soon bring home good venison, Raccoon, Bear and Fowl. If they Choose to have Fish, they Wo'd only go to the River or along the Sea Shore and they wou'd presently fill their Cannous With Veriety of Fish, both Scaled and shell Fish, and they had abundance of Nuts, Wild Fruit, Ground Nuts and Ground Beans, and they planted but little Corn and Beans and they kept no Cattle or Horses for they needed none - And they had no Contention about their Lands, it lay in Common to them all, and they had but one large Dish and they Cou'd all eat together in Peace and Love - But alas, it is not so now, all our Fishing, Hunting and Fowling is entirely gone, And we have now begun to Work on our Land, keep Cattle, Horses and Hogs And We Build Houses and fence in Lots, And now we plainly See that one Dish and one Fire will not do any longer for us - Some few there

are Stronger than others and they will keep off the poor, weak, the halt and the Blind, And Will take the Dish to themselves. Yea, they will rather Call White People and Molattoes to eat With them out of our Dish, and poor Widows and Orphans Must be pushed one side and there they Must Set a Crying, Starving and die .56

Aware of these changing times, Delaware leader Neolin warned Indians in the 1760s that they must either return to their original state before the arrival of white people or face slow extinction at the hands of the settlers.

What is to be done, and what remedy is to be applied? I will tell you, my friends. Hear what the Great Spirit has ordered me to tell you! You are to make sacrifices, in the manner that I shall direct; to put off entirely from yourselves the customs which you have adopted since the white people came among us; you are to return to that former happy state, in which we live in peace and plenty, before these strangers came to disturb us, and above all, you must abstain from drinking their deadly beson [liquor] which they have forced upon us for the sake of increasing their gains and diminishing our numbers.... Wherefore do you suffer the whites to dwell upon your lands? Drive them away; wage war against them .57

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But by the 1760s, the strangers and their descendants had established colonies and had also begun a movement that would lead to the creation of a new nation. An emerging question was: What would be the Indians' future in the republic? One of the Founding Fathers who addressed this issue was a young lawyer and planter who would later become president of the United States. In 1781, as governor of Virginia, Thomas Jefferson declared to the Kaskaskias that whites and Indians were both "Americans, born in the same land," and that he hoped the two peoples would "long continue to smoke in friendship together." At the same time, Jefferson advocated the removal and even the destruction of hostile Indians. "Nothing will reduce those wretches so soon as pushing the war into the heart of their country," he wrote to a colleague in 1776. "But I would not stop there. I would never cease pursuing them while one of them remained on this side [of] the Mississippi.... We would never cease pursuing, them with war while one remained on the face of the earth." In his view, Indians were to be civilized or exterminated.<sup>58</sup>

To civilize Indians meant, for Jefferson, to take them from their hunting way of life and convert them into farmers. President Jefferson explained to the Shawnees why they had no choice but to accept civilization: "When the white people first came to this land, they were few, and you were many; now we are many and you few; and why? because, by cultivating the earth, we produce plenty to raise our children, while yours ... suffer for

want of food . . . are exposed to weather in your hunting camps, get diseases and die. Hence it is that your numbers lessen." They were, in other words, victims of their own culture, not the decimation of their game to satisfy the voracious fur trade, the introduction of unfamiliar diseases, the appropriation of their lands, and the brutal warfare waged against them.<sup>59</sup>

In blaming the Indians for their own decline, Jefferson insisted that the transfer of Indian lands to whites had been done fairly and legally. "That the lands of this country were taken from them by conquest," he argued in *Notes on the State of Virginia*, "is not so general a truth as is supposed. I find in our historians and records, repeated proofs of purchase. . . ." If Jefferson's denial of guilt contained a quality of defensiveness, there was a reason for it. In the original manuscript, he had written and then crossed out: "It is true that these purchases were sometimes made with the price in one hand and the sword in the other."<sup>60</sup>

In order to survive, Jefferson declared, Indians must adopt the culture of the white man. They must no longer live so boundlessly; instead, they must enclose farms as private property and learn arithmetic so they

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would be able to keep accounts of their production. "My children," Jefferson told the Cherokees, "I shall rejoice to see the day when the red man, our neighbors, become truly one people with us, enjoying all the rights and privileges we do, and living in peace and plenty as we do.... But are you prepared for this? Have you the resolution to leave off hunting for your living, to lay off a farm for each family to itself, to live by industry, the men working that farm with their hands ... ?" "Indians must learn how," Jefferson explained, "a little land, well cultivated, was superior in value to a great deal, unimproved." He offered a grisly analogy to illustrate his point- "The wisdom of the animal which amputates and abandons to the hunter the parts for which he is pursued should be theirs, with this difference, that the former sacrifices what is useful, the latter what is not." Possibly Jefferson did not fully realize the implications of this metaphor. Likened to 4(animals," Indians could survive by "amputating" their lands and leaving them behind for whites, the "hunters."<sup>61</sup>

Jefferson, however, was actually more concerned about white expansion than Indian survival. Civilizing the Indians was a strategy designed to acquire land for white settlement. As president, he assured the Indians that whites would respect their territorial possessions. "We take from no nation what belongs to it," he told them. "Our growing numbers buy lands from our red brethren, when they are willing to sell." He elaborated "Your lands are your own; your right to them shall never be violated by us; they are yours to keep or to sell still you are always free to say 'No'. . . .

However, while he offered these assurances, Jefferson worked to create conditions that would make Indians "willing to sell." In an 1803 "Confidential Message" to Congress, he



explained how this could be done. First, encourage them to abandon hunting and turn to agriculture. "The extensive forests necessary in the hunting life will then become useless." Second, sell more manufactured goods to Indians by multiplying the trading houses and bring them into the market. This policy, Jefferson predicted, would lead the Indians to transfer their lands to whites. On February 17, 1803, in an "unofficial and private" letter to Indiana governor William Henry Harrison, Jefferson recommended: "To promote this disposition to exchange lands, which they have to spare and we want, we shall push our trading houses, and be glad to see the good and influential individuals among them run in debt, because we observe that when these debts get beyond what the individuals can pay, they

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become willing to lop them off by a cession of lands." To destroy Indians financially, Jefferson favored federal over private trading houses. While private business had to make profits, government enterprise could sell goods to Indians at prices "so low as merely to repay us cost and charges.,, By this process, he continued, white settlements would gradually "circumscribe" the Indians, and in time they would either "incorporate" with whites as "citizens" or retreat westward beyond civilization.<sup>61</sup>

All Indians, regardless of whether they were farmers or hunters, were subject to removal, even extermination, if they continued in their "barbarism." Should any tribe be foolhardy enough to take up the hatchet against the United States, the president wrote Governor Harrison, the federal government should seize the whole country of that tribe and drive them across the Mississippi as the only condition of peace. During a conflict between the United States and England in 1806, President Jefferson warned his Indian "children": "If you love the land in which you were born, if you wish to inhabit the earth which covers the bones of your fathers, take no part in the war between the English and us.... [The tribe which shall begin an unprovoked war against us, we will extirpate from the earth, or drive to such a distance as they shall never again be able to strike us. 64

But Jefferson's feelings toward Indians were complex. In a letter to John Adams, he described childhood memories of Indian chiefs visiting his home. "They were in the habit of coming often.... I knew much the great Outasette, the warrior and orator of the Cherokees. He was always the guest of my father, on his journeys to and from Williamsburg. I was in camp when he made his great farewell oration to his people, the evening before his departure for England.... His sounding voice, distinct articulation, animated action, and the solemn silence of his people at their several fires, filled me with awe and veneration, altho' I did not understand a word he uttered." Jefferson explained to Adams that these early "impressions" had created "attachment and commiseration" for the Indians which had "never been obliterated."<sup>65</sup>

Jefferson's hope was to save the Indians. In this letter to Adams, he noted how the Cherokees had "enclosed fields" as well as livestock and had chosen to advance themselves "in civilization." But any Indians who rejected assimilation would face a

different future. "These will relapse into barbarism and misery, lose numbers by war and want, and we shall be obliged to drive them, with the beasts of the forest into the Stony Mountains." Ultimately, for Jefferson, Indians as Indians would not be

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allowed to remain within the borders of civilized society. A century or so earlier, Puritans had celebrated the disappearance of wolves and bears in "new" England; now Jefferson and men like him were clearing more wilderness for a new nation. The very transformation of the land blematized progress, the distance whites in America had come from the time when barbarism had been dominant:

Let a philosophic observer commence a journey from the savages of the Rocky Mountains, eastwardly towards our sea-coast. There he would observe in the earliest stage of association living under no law but that of nature, subsisting and covering themselves with flesh and skins of wild beasts. He would next find those on our frontiers in the pastoral state, raising domestic animals to supply the defects of hunting. Then succeed our own semi-barbarous citizens, the pioneers of the advance of civilization, and so in progress he would meet the gradual shades of improving man until he would reach his, as yet, most improved state in our seaport towns. This, in fact, is equivalent to a survey, in time, of the progress of man from infancy to the present day-66

Here was a vision of progress a Jeffersonian version of John Winthrop's "city upon a hill" and Edward Johnson's New England of the wonder-working Providence." The land was not to be allowed to "lie waste without any improvement," the early forefathers had commanded, and now the republican "errand into the wilderness" was requiring the citizens of the new nation to subdue the land and advance their frontier westward. Such a view carried dire consequences for the Calibans of America called Indians. Jefferson, like Prospero before him, saw the m "sav-triumph over the continent and the Indians as the movement fro agery" to "civilization."

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